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ABSTRACT

Accepting the 1965 Carnegie Commission Report's suggestion that guidance should be comprehensive and coordinated between secondary education and the community college, this paper presents a synthesis of current literature covering guidance programs and a proposed coordination program between secondary schools and community college guidance services. This proposal suggests that three major obstacles must first be dealt with: financing, personnel acceptance and time allocation of staff. The central guidance coordinating institution should be the community college with the secondary schools becoming associates. The community college guidance program should serve as the focus and resource center for associated schools. Three functions of the community college guidance staff should be to: (1) maintain complete occupational information; (2) coordinate student programs to smooth the transition from high school to community college; and (3) act as a resource or referral agency for students with emotional problems. The secondary school counselor should be a consultant to the community college guidance personnel by advising them on the particular needs of entering students. (MN)

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Coordination of the Community College and Secondary School Guidance Programs

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Student personnel specialist bear a disproportionate responsibility for the ultimate degree of success or failure of junior colleges to achieve their objectives. The effectiveness of educational institutions can be measured in terms of their meeting the educational needs of their students. The initial assessment of educational needs, the appraisal and interpretation of significant personal characteristics and their implications for learning and the nuture of the student as he moves through the learning environment are prime functions of student personnel workers. Unless these responsibilities are discharged at some minimal level of adequacy, students have greatly dimished chances of experiencing sucess in junior colleges. If the student fails, then the college also fails.

---- Jane E. Matson
"Trends in Junior College Student Personnel Work"

in Student Personnel Workshop, (William Rainey Harper College, 1969), p. 29-30.

The community college is one of the most diverse and rapidly growing educational institutions in America today. A review of the literature and statistics yields a thorough understanding of the impact of community colleges on American education. With the growth of the community college and the extension of educational opportunity to a larger segment of society, a multitude of problems have evolved. In many cases these problems are unique to this new institution, and traditional solutions would betray the community college's philosophic commitment to the students and public it serves. To meet the needs of the community and to allievate the problems created in meeting these needs, the community college must assume the role of educational innovator.

One of the unique problems confronting the community college is the development of a guidance service which will be of benefit to the student, community and staff. Proper development of guidance programs will result in innovative measures designed for the heterogeneous clientele of modern community colleges. Medsker and Tillery note that "community colleges are distribution centers where important educational and career decisions are made before students move on to immediate employment or to senior colleges."[1] Proper guidance service therefore becomes one of the most important functions of the community college upon which all programs are built. Although the importance of guidance services is emphasized,

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[1]Leland L. Medsker and Dale Tillery, Breaking the Access Barriers, A Profile of Two-Year Colleges (New York: McGraw-Hill Book Company, 1971), p. 63.

a view of current educational literature suggests that educators are unsure of the true goals, procedures and methods to be used in an effective program. The Carnegie Commission on Higher Education recommends that

> all community colleges should provide adequate resources for effective guidance, including not only provisions for an adequate professional counseling staff but also provisions for involvement of the entire faculty in guidance of students enrolled in their courses. The Commission also recommends that all community college districts provide for effective coordination of their guidance services with those of local high schools and for coordination of both counseling and placement services with those of the public employment offices and other appropriate agencies.[2]

The purpose of this paper is to synthesize current literature concerning guidance programs in light of the Carnegie Commission's recommendations and to propose a possible coordination of the secondary and community college guidance services.

The very act of defining guidance is a source of contention to many educators who have formed definite interpretations and label all others as incorrect. To educators, such as Twyman Jones, guidance programs in community colleges should be entirely devoted to personal counseling in which trained psychologists would figure most prominent.[3] Frank E. Wellman and Norma C. Gysleus protray guidance as a systematic approach based on behavioral objectives in which the needs are determined, resources

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[2]Special Report and Recommendations by the Carnegie Commission on Higher Education, The Open Door Colleges, Policies for Community Colleges (New York: McGraw-Hill Book Company, 1970), p. 22.

[3]Twyman Jones, "The Counselor and His Role," Junior College Journal, XL (April, 1970), 10-14.

compiled and outcomes assessed.[4] Another view of counseling is proposed by Willoughby who views guidance as concerned with the practical career needs of the students.[5] These three definitions represent the major variations and further emphasize one of the main problems associated with any study of guidance. The multiplicity of definitions yields a splintering of educators rather than a unified approach. Dedicated to one aspect of guidance, many educators have devoted their energy to convincing others of the necessity of their definition. Thus, efforts are directed to interpretations rather than a unified practical appraisal of guidance programs. Not all educators are devoted to a specific aspect of guidance and these educators have endeavored to form their definitions comprehensively. The best definition of guidance, in my opinion, and the one which forms the basis of this paper was proposed by Jonell H. Kirby who stated "guidance is a helping relationship that is appropriate whenever there is an individual who needs help in understanding himself and his environment and in making wise educational, vocational and/or personal decisions."[6] Thus guidance becomes a wholistic approach dedicated to helping the total student rather than one aspect..

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[4]Frank E. Wellman and Norma C. Gysleus, "Main Question: Did the Program Make A Difference?" American Vocational Journal, XLVI (February, 1971), 47-50.

[5]Orlen T. Willoughby, "Counseling the Business Student in Junior College," Delta Phi Epsilon Journal, XII (August, 1970), 30-32.

[6]Jonell H. Kirby, "Group Guidance," Personnel and Guidance Journal, XLIX (April, 1971), 593-9.

Agreement on a comprehensive definition is one of the most important tasks of guidance personnel. The Carnegie Commission's treatment and recommendation for guidance assumes as comprehensive definition.

Adequate resources and provisions for both professional counseling and involvement of the staff comprises the first part of the Carnegie recommendation. Adequate resources includes both guidance material and individuals engaged in the counseling program. Counseling materials are generally composed of student case histories including their past performance, testing devices to help students and counselors assess needs, information concerning community college programs, and career information. The counselor, using the resource material, is able to assist each student to reach his or her potential. One of the problems with resource files results in the counselor's neglect to compile or present all facts to the student in a relevant or meaningful manner. Counselors often over-emphasize the academically oriented programs to the partial or total exclusion of vocational pursuits. Pressures of heavy work loads, often force counselors to neglect students or to make hasty recommendations. Although guidance material may be available, student are neglected due to deficiencies in staff. Evidence of this deficiency is amply exemplified in the current journal articles. Posing the question of "Who Helped Sylvia," Kenneth B. Hoyt emphasizes the problem of vocational students who are often ignored by counselors.[7] R. D. Russel

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[7]Kenneth B. Hoyt, "Who Helped Sylvia?" American Vocational Journal, XLV (April, 1970), 84-5.

analyze the failure of counselors to be receptive to Black students which results in the student demand for more Black counselors.[8] All of theses problems are amply documented in Joseph Michalak's Dialogue on Students and Counselors, First Monograph which demonstrates the 'reality gap' between the counselor's goals and their application.[9] Although counseling materials are available, the main problem is lack of personnel to implement the existing programs and lack of innovative measures to deal with the unique community college problems.

Partially suggested by the Carnegie Commission's recommendation counseling should involve the total community college staff at various levels. Leland L. Medsker, in discussing the Wrenn study, views counseling as based on four levels from a nominal to a total involvement.[10] Continuing in this total involvement scheme, Blocker and Richardson, in "Teaching and Guidance Go Together," design a wholistic approach in which the entire staff is involved in the guidance program.[11] Total involvement of staff is the first step to fufilling counseling needs. The second step which would more completely fulfill the program is use of paraprofessionals

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[8]R. D. Russel, "Black Perceptions of Guidance," Personnel and Guidance Journal, XLVIII (May, 1970), 721-8.

[9]Joseph Michalak, ed., Dialogue on Students and Counselors, First Monograph, State University of New York at Albany: Two-Year College Student Development, 1969. (ED 036 027).

[10]Leland L. Medsker, The Junior College: Progress and Prospect (New York: McGraw-Hill Book Company, 1960), p. 150.

[11]Clyde E. Blocker and Richard C. Richardson, Jr., "Teaching and Guidance Go Together," Junior College Journal, XXXIX (November, 1968), 14-16.

recruited from either the community or student population. The use of community volunteers in helping guidance programs is a relatively unexplored area and the possibilities presented by this alternative are innumerable. James J. Muro described the use of trained community volunteers to supplement counseling staff deficiencies in their work with small children.[12] The success of this innovative program has practical applications to the community college which espouses a philosophic goal of total community involvement. Through use of community volunteers, all aspects of the community become intimately involved in the community college and establish stronger community ties with the institution. The second possibility, use of paraprofessionals, is more widely recognized than community volunteers. Paraprofessionals, as suggested by Charles C. Collins, would be a presecribed program in which Associate of Arts degrees would be granted.[13] Another possibility, suggested by the Los Angles City College study, is to employ students after completing a training course to help the professional counselor.[14] Student in this capacity would be counselor aids while still maintaining their student status. This type of program would lead to a more total internal involvement. Innovative measures, like the Los Angles City College experiment, are gaining acceptance and have

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[12]James J. Muro, "Community Volunteers: A New Thrust for Guidance," Personnel and Gudiance Journal, XLIX (October, 1970), 137-41.

[13]Charles C. Collins, "Giving Counselors a Helping Hand," Junior College Journal, XL (May, 1970), 17-20.

[14]Ben K. Gold, The Fall, 1968 Student Counselor Assistance Program: An Evaluation, Los Angles City College, 1969. (ED 032 045)

resulted in increased experimentation at various levels. Utilizing either or both paraprofessional potentials would result in a more total involvement in the community college. Students would benefit from increased attention to their needs. The community and student volunteers would benefit from the experience of helping others and the college would benefit by more fully realizing its philosophical goals. All of these suggestions are innovative measures originating from both the unique student population and educational goals of the community college. If the community college is to be successful, then innovative measures suggested by these studies must be more fully explored. The community college is not a traditional educational institution and thus traditional solutions do not adequately solve the problem.

The second part of the Carnegie Commission's recommendation proposes a coordinated guidance service with secondary schools and placement offices. Often alluded to but never fully explored, the coordination of guidance services between the community college and secondary level presents one of the most potentially beneficial possibilities open to the college. Attitudes of High School Counselors Toward the Junior College, a research study conducted by Gary Armon James, exlored the lack of communication which resulted in poor coordination and misunderstandi between the two levels.[15] James found that community college

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[15]Gary Armon James, Attitudes of High School Counselors Toward the Junior College, Illinois: Parkland College, 1970. (ED 038 721).

guidance personnel were disenchanted with secondary counselors and that community colleges had a poor image with the secondary guidance staff. A lack of communication between the two levels resulted in the negativistic attitudes and the student rather than the educational institution suffered. Ample rhetoric in favor of the coordination is readily available, but practical steps to implementation are not. Leland R. Cooper insists that "close contact with secondary and even elementary school teachers and counselors could help greatly," but Cooper is silent on how this help is to be coordinated.[16] Leland L. Medsker believes "the public junior college has a close working relationship with local high schools," yet evidence in current journal articles reveals a negative rather than positive relationship.[17] Vague references, implied coordination and superficially compatible relationships highlighted by many educators as evidence of good working relationships, dissipate when exposed to research findings which indicate hostile attitudes at both levels. The vast majority of community colleges have accepted superficial relationships with the secondary level and extinguished by their acceptance one of the greatest innovative potentials. Although coordination would not easily be accomplished, the resulting program would yield a three fold advantage. First, the students would derive unified programs developed according

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[16]Leland R. Cooper, "Difficulty in Identifying the Real Transfer Student," Junior College Journal, XXXVIII (December, 1967 p. 40.

[17]Leland L. Medsker, The Junior College: Progress and Prospect (New York: McGraw-Hill Book Company, 1960), p. 151.

to student abilities and needs. Secondly, duplication of guidance services would be eliminated and counseling programs would be more effectively developed. Thirdly, philosophic goals of the community college for total community involvement would be more fully realized.

The need for guidance coordination, in my opinion, is amply demonstrated in the current educational literature. Although this need is apparent, relatively few proposals have been made to implement such a program. The following proposal is a suggested program for developing a coordinated effort. This plan has been formulated though a synthesis of current literature devoted to the guidance programs of both community college and secondary level. In developing a coordinated guidance program between the publically supported community college and secondary school, three major obstacles (financial, personnel, and time) must first be considered. Financially, the initial investment would be considerably larger than present expenditures on both guidance programs, but as the programs progressed the financial cost should experience a sharp decline. Guidance personnel will probably consider the coordinated effort as a threat to their professional autonomy and as a usurpation of their position. Conferences, workshops and seminars will be necessary first to explain the proposed coordination and secondly to enlist their help. The third problem is the time factor. Although this coordination is necessary now, proper implementation to ensure effective programs will require atleast three years of planning.

If a coordinated effort is rushed, then the programs could be a disaster to all involved.

In constructing a model for implementation, the community college would be the central guidance coor inating institution with the secondary school becoming associates. Neither level will loose their autonomy but will gain from the association. In essence, the coordination of the two levels will form a smoothly functioning team in which each member will contribute and reap the benefits of the association. The community college guidance program will serve as the focus and resource center for the associated member schools. The guidance center should be staffed with porfessional counselors, both general and specific to a certain aspect, and paraprofessionals. This staff will function in the community college as visiting counselors upon the request of the secondary school affliates. The secondary school will retain its counselors and any clerical student assistants needed. The number of personnel involved in each area will depend upon student enrollment.

The duties performed by the community college will be that of resource and coordinating center. Under the first major category of resource center, the community college will fulfill three specific functions. First, the staff will maintain complete and current files of all occupational pursuits. The files should include the educational requirements, potential needs, placement services and lists of resource personnel who can furnish additional information applicable to that occupation. The community college will keep the secondary associates advised of all materials

including additions and/or deletions. This will eliminate duplication of files kept by each secondary guidance staff and allow each school, no matter or size, to have complete resource material at their disposal. If secondary counselors are unfamiliar with a certain occupational pursuit, then the community college can conduct refresher courses to keep all counselors current. Included in this compliation of data will be resource personnel competent to deliver large or small group presentations to interested students. Secondly, the community college counselor will be able to help coordinate student programs to make articulation into a community college program a smoother transition. By early identification of high school students planning to enter the community college, the college will benefit from additional information supplied by secondary personnel. Thus, students with potential problems or needs will benefit from coordination. Thirdly, the community college will function as a resource or referral agency for students with deep emotional problems. Secondary counselors may consult the community college for direct help or for referral to a particular community service. Under the sceond major function of guidance services, the community college will function as a coordinating agency. The degree of program coordination will vary with each community. It is, however, possible to suggest such activities as community college days, pre-orientation for entering freshman from associated high schools or evaluative feedback to secondary counselors concerning academic or vocational programs. Thus, coordinated activities present an endless list of possibilities.

The secondary counselor, freed from clerical chores, will be able to devote more time to counseling. With each entering freshman class, secondary counselors will act as consultants to the community college guidance personnel by indicating particular needs of students or as a resource person for future assistance. Thus, high school students will enter the community college with more exposure to counselors, better advised students, and more aware of occupational programs. With better advised students, the number of misdirected students and drop-out should significantly decrease.

In essence, the coordinated guidance program between the community college and secondary associates will result in more completely meeting student needs. Rather than establishing bureaucracies, the coordination will represent a sharing in which the student will benefit. If such a coordinated effort could be achieved, the duplication of services would eliminate wasted time and effort which could be more suitably used in counseling students. The counselor in each level "bear(s) a disproportionate responsibility for the ultimate degree of success or failure of the junior college to achieve their objectives. . . . If the student fails, the college also fails."[18] Both levels bear this responsibility for helping students to attain full self-development and fulfillment in occupational pursuits. Through coordination, this goal is more readily attainable.

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[18]Jane E. Matson, "Trends in Junior College Student Personnel Work," in Student Personnel Workshop (William Rainey Harper College, 1969), p. 29-30.

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